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ABSTRACT

The professions of counseling and social work are often described as comparable because both require master's level education and training as a prerequisite for independent practice in the delivery of clinical mental health services. The specific similarities and differences between the education and training of the two professions, however, are not generally well understood. To promote greater understanding of the issue, this analysis compares the current education and clinical training standards set out by the bodies that accredit the education programs for the two professions: the Council for Accreditation of Counseling and Related Education Programs (CACREP), and the Council on Social Work Education (CSWE). In order to practice independently, graduates of these programs typically must also fulfill additional requirements prescribed by state licensure or certification laws, including passage of an examination and completion of additional hours of supervised experience. An "Overview" provides key similarities and differences. Curriculum standards for the two professions are presented side by side in a table. (EMK)

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ED 424 548

PROFESSIONAL COUNSELING AND SOCIAL WORK

A Comparative Analysis of the Educational Preparation of the Two Professions

DRAFT

NOTE TO READER

Perhaps the greatest challenge faced by professional counselors is a general lack of knowledge about their education and training as compared with other professionals, particularly social workers. This document is designed to give ACA members a tool to help educate employers and the public by comparing the curriculum standards for counseling and social work. The focus of this document is on counseling programs that prepare students for clinical work in the delivery of mental health services. Comparisons of school and career counseling programs with social work will also be developed.

At the moment it is a work in progress. It is being shared with you for your comments and input. Thoughts on content, as well as style and presentation are welcome. Please note as well that, while counseling compares very favorably with social work, this document is intended to be an objective analysis, not a partisan screed. When completed, it will be made widely available to all ACA members.

Please submit your comments by mail or email no later than April 30, 1997 to:

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Thanks in advance for your feedback!

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INTRODUCTION

The professions of counseling and social work are often described as comparable because both require master's level education and training as a prerequisite for independent practice in the delivery of clinical mental health services. The specific similarities and differences between the education and training of the two professions, however, are not generally well-understood.

To promote greater understanding of the issue, this analysis compares the current education and clinical training standards set out by the bodies that accredit the education programs for the two professions: the Council for Accreditation of Counseling and Related Education Programs (CACREP) and the Council on Social Work Education (CSWE). In order to practice independently, graduates of these programs typically must also fulfill additional requirements prescribed by state licensure or certification laws, including passage of an examination and completion of additional hours of supervised experience.

OVERVIEW

Key Similarities and Differences

Human Development and Behavior

- Both sets of standards require coursework on theories of human development and behavior and the application of these theories to practice with individual clients. Within this broad framework, however, there are significant differences in the content areas that receive particular emphasis.

- Counselor education standards require coursework on both normal and abnormal behavior, including "addictive behavior" and "psychopathology". Abnormal behavior is not singled out for emphasis in the social work curriculum standards.

- Social work education standards require specific attention to "the impact of social and economic forces on individuals and social systems". The CACREP standards include material on "environmental factors" and their influence on human behavior, but do not single out "social and economic forces" for emphasis.

- Counselor education standards emphasize a long-term developmental perspective and "strategies for facilitating human development over the lifespan". This perspective may be implicit in the social work curriculum, but it is not stressed in the CSWE standards.

Diversity

- Both sets of standards require coursework that addresses differences in attitudes and behaviors based on age, race, religious preference, disability, sexual orientation, ethnicity and culture, gender, socioeconomic status, and intellectual ability, as well as effective and

appropriate strategies for working with diverse populations.

- The CACREP standards also address differences resulting from diverse "family patterns"; social work education standards do not.

- Social work education standards require "theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation and oppression" of people of color, women, gay and lesbian persons, and other "populations-at-risk". These issues may be addressed in counselor education programs, but they are not emphasized in the CACREP standards.

Professional Practice

- Both counselor and social work education standards require coursework that prepares students to engage in a professional helping relationship with clients. There are some important differences, however, in the subject matter that is emphasized in this area by the two professions.

- The counselor education standards in this content area is focused entirely on the knowledge and skills needed to engage in an effective counseling relationship with individuals and groups. The CSWE curriculum is focused more broadly on the knowledge and skills needed "to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely". This may include, but presumably is not limited to, counseling.

Research

- Both sets of standards require comparable coursework on qualitative and quantitative research, program evaluation, and statistical methodologies.

Ethics

- Both sets of standards include comparable content on ethical issues and considerations.

Appraisal and Assessment

- Counselor education standards require extensive study in the selection, use, and interpretation of assessment techniques, methods, and instruments. Curriculum content is specified in great detail in this area.

- Social work education standards discuss assessment in only a very limited way: the "social work practice" part of the standards includes references to the "examination of client strengths and problems in the interactions among individuals and between their environments" and "collecting and assessing data".

Group Work

- Counselor education standards require extensive study in group dynamics and theories and

methods of group counseling and other types of group work.

- The social work education standards do not require studies in these areas.

Promotion of Social and Economic Justice

- Social work education standards require programs to "provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice".

- There is no comparable requirement in the counselor education standards.

Career and Lifestyle Development

- Counselor education standards require extensive study in career development and related life factors. This includes theories of career development and decision-making; the relationship between family and life roles and work; career and vocational information resources; assessment techniques; and career counseling processes and techniques.

- Social work education standards do not include any specific content related to career development.

Social Welfare Policy

- Social work education standards require curriculum content on "the history and current patterns of provision of social welfare services" and the analysis of social policy "within the context of historical and contemporary factors" and "in light of principles of social and economic justice".

- Counselor education standards do not require studies of social policy of this breadth or extent. The "professional orientation" section of the CACREP standards does require content on public policy, but it is related specifically to accreditation and credentialing and the delivery of counseling services. Moreover, these studies are not required to be framed in the context of "social justice".

Credit Hours

- Social work education standards require programs to provide "two academic years of full-time study" but do not set out a specific number of mandated credit hours. CSWE-accredited programs range from 48 to more than 60 semester credit hours.

- Counselor education standards do require completion of a specific number of semester credit hours. Community Counseling programs must be 48 semester credit hours; Marriage and Family Counseling/Therapy and Mental Health Counseling programs must be 60 semester credit hours.

- Social work education standards permit students who hold a bachelor's degree in social work to obtain graduate credit for some of their baccalaureate coursework. The CACREP

standards bar programs from providing graduate credit for baccalaureate work.

Supervised Experience and Clinical Training

- Both sets of standards require programs to provide extensive supervised experience and clinical training.

- Students enrolled in social work education programs must complete a "supervised field practicum" that consists of 900 clock hours. Students enrolled in counselor education programs must complete a supervised practicum and internship. The total duration of supervised training must be 700 clock hours for Community Counseling programs and 900 clock hours for Marriage and Family Counseling\Therapy and Mental Health Counseling programs.

- The supervised experience required for social work must involve "the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely". This may include direct service work with clients.

- Counselor education standards, on the other hand, require that the experience be in the provision of individual and group counseling and carrying out related activities. They further mandate that not less than 280 hours of the total hours of supervised experience be direct service to clients.

Concentration Program

- Counselor education standards set out additional, specific curricular requirements for seven areas of program concentration, including Community Counseling, Community with a Specialization in Gerontological Counseling, Marriage and Family Counseling/Therapy, and Mental Health Counseling.

- Social work education standards do not prescribe an additional specific curricular content for program concentration areas. The focus of social work concentration areas, as well as their content, is determined by each program.

References

Commission on Accreditation, Council on Social Work Education, *Handbook of Accreditation Standards and Procedures*, 1994.

Council for Accreditation of Counseling and Related Professions, *CACREP Standards and Procedures Manual*, 1994.

Comparative Analysis of the Accreditation Standards for the Educational Preparation of Master's-Level Professional Counselors and Social Workers

	Master's Level Counselor Education	Master's Level Social Work Education
Accreditation Body	Council for Accreditation of Counseling and Related Educational Programs (CACREP) 5999 Stevenson Avenue Alexandria, VA 22304 (703) 823-9800, extension 301	Commission on Accreditation of the Council on Social Work Education 1600 Duke Street Alexandria, VA 22314-3421 (703) 683-8080
Institutional Requirements	Must be accredited by one of the six regional accrediting bodies or by a national accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation	Must be accredited by one of the six regional accrediting bodies or by a national accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation
Faculty Requirements	All faculty must have doctoral degrees in counselor education or a closely-related field; relevant experience in the counseling profession; and membership in appropriate professional organizations and certfications and/or licenses pertinent to the profession. Adjunct faculty must have a graduate degree in counselor education or a closely related field; relevant experience in the counseling profession; and membership in appropriate professional organizations and certifications and/or licenses pertinent to the profession. Programs must have 3 full-time equivalent faculty assigned to the academic unit in counselor education and 3 full-time equivalent faculty who provide instruction in counselor education. 10:1 ratio of full-time equivalent (FTE) student to FTE faculty is "recommended"	Chief administrator of the program must have a master's degree and doctoral degree in social work or a related field. All faculty must have a master's degree in social work and the equivalent of two or more years of full-time, post-graduate experience in professional social work practice (post-graduate experience requirement applies only to individuals joining the faculty after March 1994). A balance of doctoral level faculty to master's level faculty of 4 to 2 is "desirable". Programs must have 6 full-time equivalent faculty. 12:1 ratio of full-time equivalent (FTE) student to FTE faculty is "recommended"

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	Requires program curriculum for all students to include content in eight "common-core areas": 1. **"HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following: a. theories of individual and family development and transitions across the life-span; b. theories of learning and personality development; c. human behavior, including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; d. strategies for facilitating development over the lifespan; and e. ethical considerations	Requires programs to provide all students with a "professional foundation" that includes curricular content in eight areas: "**Human Behavior and the Social Environment**. The professional foundation must include content about theories and knowledge of the human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). The human behavior and social environment curriculum must provide an understanding of the interactions among human, biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations."

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**2. SOCIAL AND CULTURAL FOUNDATIONS -** studies that provide an understanding of issues and trends in a multicultural and diverse society. Studies in this area include, but are not limited to, the following: a. multicultural and pluralistic trends including characteristics and concerns of diverse groups; b. attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability. c. individual, family and group strategies with diverse populations; and d. ethical considerations.	"**Diversity.** Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations. Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin." "**Populations-At-Risk**. Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups. Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability."

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**3. HELPING RELATIONSHIPS** - studies that provide an understanding of counseling and consultation processes. Studies in this area include, but are not limited to, the following: a. counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications; b. basic interviewing, assessment, and counseling skills; c. counselor or consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; d. client or consultee characteristics that influence helping processes, including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and e. ethical considerations.	"<u>Social Work Practice</u>. The professional foundation prepares students to apply a generalist perspective to social work practice with systems of all sizes. Foundation practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client system. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments. Foundation practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. "

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**4. GROUP WORK - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. Studies in this area include, but are not limited to, the following:** a. principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors; b. group leadership styles and approaches including characteristics of various types of group leaders and leadership styles; c. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature; d. group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness; e. approaches used for other types of group work, including task groups, prevention groups, support groups and therapy groups; and f. ethical considerations.	No comparable requirement.

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**5. CAREER AND LIFESTYLE DEVELOPMENT - studies that provide an understanding of career development and related life factors. Studies in this area include, but are not limited to, the following:** a. career development theories and decision-making models; b. career, vocational, educational, and labor market information resources, visual and print media, and computer-based career information systems; c. career development program planning, organization, implementation, administration and evaluation; d. interrelationships among work, family, and other life roles and factors including multicultural and gender issues related to career development; e. career and educational placement, follow-up and evaluation; f. assessment instruments and techniques relevant to career planning and decision-making; g. computer based career development applications and strategies, including computer-assisted career guidance systems; h. career counseling processes, techniques and resources including those applicable to specific populations; and i. ethical considerations.	No comparable requirement.

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**6. APPRAISAL- studies that provide an understanding of individual and group approaches to assessment and evaluation. Studies in this area include, but are not limited to, the following:** a. theoretical and historical bases for assessment techniques; b. validity including evidence for establishing content, construct, and empirical validity; c. reliability including methods of establishing stability, internal and equivalence reliability; d. appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; e. psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations; f. age, gender, ethnicity, language, disability and culture factors related to the assessment and evaluation of individuals and groups; g. strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling; and h. ethical considerations in appraisal.	See **"SOCIAL WORK PRACTICE"** above.

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**7. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Studies in this area include, but are not limited to, the following:** a. basic types of research methods to include qualitative and quantitative research designs; b. basic parametric and nonparametric statistics; c. principles, practices, and applications of needs assessment and program evaluation; d. uses of computers for data management and analysis; and e. ethical and legal considerations in research.	"**Research**. The foundation research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content. The research content must include qualitative and quantitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances. Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice."

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	**8. PROFESSIONAL ORIENTATION** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Studies in this area include, but are not limited to, the following: a. history of the helping professions including significant factors and events; b. professional roles and functions including similarities and differences with other types of professionals; c. professional organizations, primarily ACA [American Counseling Association], its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; d. ethical standards of ACA and related entities, ethical and legal issues, and their application to various professional activities (e.g., appraisal, group work); e. professional preparation standards, their evolution, and current applications; f. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and g. public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.	See **"SOCIAL WORK PRACTICE"** above.

23

24

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	No comparable requirement.	"**Promotion Of Social And Economic Justice**. Programs of social work education must provide an understanding of the dynamics and consequences of social and economic justice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression."
	See "**PROFESSIONAL ORIENTATION**" above.	"**Social Welfare Policy And Services**. The foundation social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of principles of social and economic justice."

	Master's Level Counselor Education	Master's Level Social Work Education
Core Program and Curriculum	Content on "ethical considerations" is required by each of the core areas set out above.	"**Social Work Values And Ethics.** Programs of social work education must provide specific knowledge about social work values and their ethical implications, as well as opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following: Social workers' professional relationships are built on regard for individual worth and dignity, and are advanced by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict. Social workers respect the individual's right to make independent decisions and to participate actively in the helping process. Social workers are committed to assisting client systems to obtain needed resources. Social workers strive to make social institutions more humane and responsive to human needs. Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations. Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession."

	Master's Level Counselor Education	Master's Level Social Work Education
Field Practicum and/or Internship	**Students must complete a supervised practicum of a minimum of 100 clock hours that includes the following:** **40 hours of direct service with clients (at least one-fourth of which are in group work);** • **1 hour per week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;** • **1½ hours per week of group supervision with other students in similar practica over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member.** **Following the practicum, students must complete a supervised internship of 600 clock hours at sites "that offer opportunities for students to engage in both individual counseling and group work" and enable them to perform "a variety of activities that a regularly employed staff member in the setting would be expected to perform". The internship must include the following:** • **240 hours of direct service with clients appropriate to the program of study;** • **1 hour per week of individual supervision throughout the internship;** • **1 ½ hours per work of group supervision;** • **"use of a variety of professional resources such as assessment instruments, computers, print and nonprint media, professional literature, research and information and referral to appropriate providers".**	**Students must complete supervised field practicum of a minimum of 900 clock hours provides "supervised experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely".** No comparable requirements for hours of direct service with clients, group work, and frequency and duration of supervision.

	Master's Level Counselor Education	Master's Level Social Work Education
Field Practicum and/or Internship	The ratio of students to faculty members providing individual supervision is 5 to 1. Group supervision seminars may not exceed 10 students. Site supervisors must have a master's degree in counseling or a closely related field, appropriate certifications and/or licenses, and a minimum of 2 years of pertinent professional experience.	No comparable requirements, except that : • in determining faculty assignments, "workload credit" must be given to faculty who select and evaluate field instruction settings and provide liaison between students and field settings; • "The coordinator of field instruction must have a full-time appointment with no less than 25% release time over the full academic year for carrying the duties of that position". "Field instructors" should have master's degree in social work except in "exceptional circumstances".
Concentration Program and Curriculum	Programs must meet curricular content standards for one of the following 7 areas of concentration: • Community counseling (48 semester hours or 72 quarter hours) • Community counseling with a Specialization in Career Counseling (48 semester hours or 72 quarter hours) • Community Counseling with a Specialization in Gerontological Counseling (48 semester hours or 72 quarter hours) • Marriage And Family Counseling/Therapy (60 semester hours or 90 quarter hours) • Mental Health Counseling (60 semester hours or 90 quarter hours) • School Counseling (48 semester hours or 72 quarter hours) • Student Affairs Practice in Higher Education (48 semester hours or 72 quarter hours) Programs may not provide graduate credit for bachelor's level coursework.	Programs must include curriculum designed to prepare students for advanced social work practice "in an identifiable concentration area". Concentrations: • must be established "within an organizing framework that is consistent with the purpose of social work and its traditional values"; • must "have curricular coherence and logic"; • must be "anchored in the liberal arts and the professional foundation"; • may include "fields of practice, problem areas, populations-at-risk, intervention methods or roles, and practice contexts and perspectives". No specific standards are set out for concentration curriculum content. Concentrations offered include Clinical Social Work, Children and Families, Social Welfare Management, Community Mental Health, and Gerontology. Programs must provide "two academic years of full-time study". Programs range from 48 to 63 semester credit hours. Students with a bachelor's in social work may be granted "advanced standing" and complete the program with fewer credit hours.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING** **(48 semester credit hours)** **In addition to the common core curricular experiences set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:** A. <u>Foundations of Community Counseling</u> 1. **historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement;** 2. **roles, functions, and professional identity of community counselors;** 3. **structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling;** 4. **implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and** 5. **implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling.** B. <u>Contextual Dimensions: Community Counseling</u> 1. **roles of community counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings;** 2. **organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;** 3. **theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and**	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING (continued)** 4. **general principles of community intervention, consultation, education and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.** C. <u>Knowledge and Skills for the Practice of Community Counseling</u> 1. **client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;** 2. **principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;** 3. **effective strategies for promoting client understanding of and access to community resources;** 4. **principles of conducting an intake interview and mental health history for planning counseling interventions; and** 5. **effective strategies for client advocacy in public policy and government relations issues.**	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING (continued)** <u>Clinical Instruction</u> • 600 clock hour internship must be in a community setting under appropriate supervision • 240 clock hours of direct service to client must include "using preventive, developmental, and remedial interventions with appropriate clientele and community interventions consistent with the program and/or specialization".	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING** **(48 semester credit hours)** **In addition to the core curricula set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:** A. <u>Foundations of Gerontological Counseling</u> 1. history, philosophy, and trends in gerontological counseling; 2. settings for practice of gerontological counseling, including public and private agencies, and residential settings; 3. roles and functions of gerontological counselors; 4. ethical and legal issues in gerontological counseling; 5. policies, laws, and regulations relevant to gerontological counseling; 6. professional organizations and preparation standards relevant to the practice of gerontological counseling; and 7. implications of sociocultural, demographic, and lifestyle diversity relevant to gerontological counseling. B. <u>Contextual Dimensions: Gerontological Counseling</u> Studies that provide an understanding of social service needs and the network of services available to assist older persons, as well as the roles of gerontological counselors as members of service provision teams, include, but are not limited to the following: 1. the aging network service delivery system; 2. informal support networks;	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING** (continued) 1. continuum of community care options, including adult day care, residential and long-term care; 2. social service needs of older persons, including education, employment and retirement; and 3. strategies for community assessment and intervention. C. <u>Knowledge and Skills for the Practice of Gerontological Counseling</u> 1. *Normative Experiences of Aging* a. advocacy for lifespan wellness and empowerment for older persons; b. extensive knowledge of human development in later life; c. attitudes toward older persons and the individual and societal consequences of ageism; d. normal and pathological aspects of aging; e. relationship between physical and psychological aspects of aging and factors affecting the physical and mental health in later life; and f. career and lifestyle options for older persons. 2. *Impaired Older Persons* a. acute, chronic, and terminal illness; b. organic brain syndromes, including Alzheimer's disease; c. substance use and abuse; d. depression and suicide; and e. prescription medications and problems with polypharmacy.	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING** (continued) 3. *Special Population Situations and Issues* a. older women, older men, single living, and sexuality; b. loss, grief, survivorship, and loneliness; c. caregiving and relationships between older persons and their adult children; and d. elder abuse and other crimes against older persons. 4. *Gerontological Counseling Techniques and Methods* a. life review, lifestyle, and early recollection assessment and intervention; b. family counseling and group work; c. creative arts therapies, including bibliotherapy; d. reality orientation, remotivation, and resocialization therapies; e. peer helping programs and peer helper training; f. psychoeducational and social network interventions; g. strategies for coping with loss, grief, and transitions; and h. techniques for facilitating wellness and empowerment.	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**COMMUNITY COUNSELING WITH A SPECIALIZATION IN GERONTOLOGICAL COUNSELING** (continued) <u>Clinical Instruction</u> Practicum should include work with persons 50 years of age or older. 600 clock hour internship must include 240 hours of direct contact with older persons, their families, and caregivers. Clinical experiences should provide opportunities to: 1. recognize and appropriately provide for any limitations of older clients; 2. assess gerontological client needs and develop/implement appropriate preventive, developmental, and remedial intervention, and treatment plans; 3. access community services to meet identified client needs; 4. demonstrate ability to maintain and successfully terminate a gerontological counseling relationship, including appropriate referral; 5. demonstrate application of ethical and legal guidelines in work with older persons; and 6. recognize and deal appropriately with transference and countertransference issues.	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MARRIAGE AND FAMILY COUNSELING/THERAPY** **(60 semester credit hours)** **In addition to the core curricula set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:** **A. <u>Foundations of Marriage and Family Counseling/Therapy</u>** **1. history of marriage and family counseling/therapy including philosophical, and etiological premises that define the practice of marriage and family counseling/therapy;** **2. structure and operations of professional organizations, training standards, and credentialing bodies pertaining to the practice of marriage and family counseling/therapy (e.g., IAMFC);** **3. ethical and legal issues and legal precedents that relate specifically to the practice of marriage and family counseling/therapy (e.g., IAMFC Code of Ethics);** **4. implications of professional issues unique to marriage and family counseling/therapy including but not limited to recognition, reimbursement, and right to practice;** **5. roles of marriage and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and** **6. implications of sociocultural, demographic, and lifestyle diversity relevant to marriage and family counseling/therapy.**	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MARRIAGE AND FAMILY COUNSELING/THERAPY** (continued) B. Contextual Dimensions: Marriage and Family Counseling/Therapy 1. family life-cycle developmental stages, healthy family functioning, socioeconomic status, religious belief systems, ethnic diversity, family of origin, and intergenerational influences; 2. human sexuality issues and/or problems, their impact on family functioning, and strategies for their resolution; and 3. societal trends and related treatment issues such as working with families in transition, nontraditional and alternative lifestyle families, and blended families. C. Knowledge and Skills for the Practice of Marriage and Family Counseling/Therapy 1. family systems theories and their application in working with couples and families; 2. interviewing, assessment, and case management skills for working with couples and families, as well as skill in the appropriate implementation of systemic interventions; 3. preventive approaches for working with couples and families such as pre-marital counseling, training in parenting skills, and relationship enhancement; 4. specific problems that impede family functioning including issues related to socioeconomic disadvantage, substance abuse, person abuse, and interventions for their resolution; and 5. research in marriage and family counseling/therapy and its application to working with couples and families.	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MARRIAGE AND FAMILY COUNSELING/THERAPY** (continued) <u>Clinical Instruction</u> Practicum must include work with couples and families. 600 clock hour internship must include 240 hours of direct work primarily with couples and families "demonstrating systemic approaches".	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MENTAL HEALTH COUNSELING** **(60 semester hour credits)** **In addition to the core curricula set out above, programs must offer curricular experiences and students must demonstrate knowledge and skill in each of the following areas:** A. <u>Foundations of Mental Health Counseling</u> 1. **historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling;** 2. **roles, functions, and professional identity of mental health counselors;** 3. **structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of mental health counseling;** 4. **implications of professional issues unique to mental health counseling including but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status; and** 5. **implications of sociocultural, demographic, and lifestyle diversity relevant to mental health counseling.** B. <u>Contextual Dimensions: Mental Health Counseling</u> 1. **assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal and fiscal dimensions of the public and private mental health care systems;**	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MENTAL HEALTH COUNSELING** **(continued)** 2. theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems; 3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and 4. theoretical and applied approaches to administration, finance, and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment. C. <u>Knowledge and Skills for the Practice of Mental Health Counseling</u> 1. general principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices for the promotion of optimal mental health; 2. specific models and methods for assessing mental status; identification of abnormal, deviant, or psychopathological behavior, and the interpretation of findings in current diagnostic categories [e.g., *Diagnostic and Statistical Manual*]; 3. application of modalities for maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches;	No comparable requirements.

	Master's Level Counselor Education	Master's Level Social Work Education
Concentration Program and Curriculum	**MENTAL HEALTH COUNSELING** (continued) 4. basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effects and side effects of such medications; 5. principles of conducting an intake interview and mental health history fro planning and managing client caseload; 6. specialized consultation skills for effective living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies; 7. the application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy; and 8. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding for affecting mental health services in general and the practice of mental health counseling in particular. <u>Clinical Instruction</u> A total of 900 clock hours of supervised experience, including a minimum of 300 clock hours working in an appropriate setting under the direct supervision of a qualified mental health counselor (e.g., Certified Clinical Mental Health Counselor).	No comparable requirements.